Action Plan for Learning (APL)
Using Oral Histories in the Classroom
September 2010 Teacher Workshop

Library of Congress (LOC)
Frank Lloyd Wright and Falling Water

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Pennsylvania State Teaching Standards

Mathematics:

- PA.M.2.9.8.D. Identify, name, draw and list all properties of squares, cubes, pyramids, parallelograms, quadrilaterals, trapezoids, polygons, rectangles, rhombi, circles, spheres, triangles, prisms and cylinders.

- PA.M.2.9.11.J. Analyze figures in terms of the kinds of symmetries they have.

Reading:


- PA.R.1.6.8.E. Participate in small and large group discussions and presentations.
Inquiry-Based Learning Model (IBLM)

**Questioning:** I will write the name Frank Lloyd Wright on the board and ask students to respond with the things that come to mind in order to create a brainstorm list (e.g. architect, Falling Water, etc.)

**Researching:** The students will be given time to research Frank Lloyd Wright and attempt to learn more about his life, as well as his work at Falling Water.

**Discussing:** We will regroup after the research period and discuss the students’ findings to expand on our brainstorm list.

**Creating:** During our field trip to Falling Water, the students will answer questions about the architectural aspects of the house.

**Reflecting:** Upon returning from our field trip, we will discuss as a class what the students learned and what interested them.
Descriptive Walk Through

When the students come into the classroom, I will begin class with writing the name “Frank Lloyd Wright” on the board. I will find out what the students already know about him by questioning them. The students will be prompted to offer their thoughts on who this man is and what he is known for. Once we have compiled a list, I will give the students the opportunity to go onto the computers to research more about him and his work.

After giving the students time to learn about Frank Lloyd Wright, we will regroup and begin discussing their findings. We will add to our brainstorm list with more detailed information about who he is. I will make sure that the students have a grasp on his most famous project, the building of the Falling Water home. During our discussion, I will also make sure that the students have an understanding about his architectural school, Taliesin; about his development of the concept of the Usonian home; and about the other details of his life that contributed to him as a designer.

When we go on our field trip to Falling Water (as well as another house nearby created by Frank Lloyd Wright, called Kentuck Knob) the students will have already developed a lot of background knowledge concerning these structures. While we are given our tour, the students will be told to note the various aspects of the houses that are not typical in their own homes. They will also be required to create ideas by completing an assignment in which they write about some of the aspects of the homes. In their assignment, they will take notice of features such as the geometric shapes of the skylights or that the furniture is built into the structure of the house; rather than added to the house as we see today.

Upon returning to our classroom, we will reflect by discussing what we learned on the field trip. The students will share some of the features they were surprised by, along with how they felt about the style of architecture in these homes. I will also ask them to think of how these
homes compare with their own homes, or even our classroom. We will note how the amount of varying geometric shapes in our own school is much more minimal than at Falling Water and Kentuck Knob. For example, schools tend to have a lot of rectangular shapes (e.g. desks, windows, shape of the room, chalkboard, etc.) whereas Frank Lloyd Wright’s creations used many differing geometric shapes, such as triangular tables and hexagonal skylights.

Finally, we will end our class by watching a video clip in which Frank Lloyd Wright is interviewed. In this clip, he discusses education and the need for students to be “enlightened, not conditioned” as students typically are in today’s society. I will then explain to the students that his thoughts on education were the reason they were required to learn so much about him and his work before taking our field trip; that they have developed a much deeper understanding because they weren’t given information that they memorized but, rather, did research and investigated in order to learn about Frank Lloyd Wright.
Assessment

Falling Water Assignment (students need to answer six questions correctly to pass).

1. What do you notice about the shapes of the rooms?

2. What materials were used in the construction of this home?

3. How do you move throughout the home?

4. What type of lighting is used in the house?

5. What type of floor plan is used (open vs. closed)?

6. How is the climate in the home?

7. What do you notice about the furniture?

8. What is your favorite aspect of the home? Why?

9. What is your least favorite aspect of the home? Why?
Frank Lloyd Wright Taliesin Interview 1957 (Youtube):

http://www.youtube.com/watch?v=7EtVvo2As_Y&feature=related

Interview on file at Library of Congress Website:

http://www.loc.gov/fedsearch/metasearch/?cclquery=frank+lloyd+wright#query=(frank%20lloyd%20wright%20taliesin)&filter=pz:id=lcweb|ammem|catalog|ppoc|thomas